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ABSTRACT

The ADVISOR (revised form) was used to obtain student ratings of instructors and courses for classes offered in spring 1971. The classes were divided into nine groups according to the beginning time of class meeting to assess possible differential ratings by time. The first two subscales of the ADVISOR, Overall Evaluation of Course and Instructor, yielded significant overall F-ratios from a one-way analysis of variance, but none of the individual comparisons among the nine class meeting times were significant. The other two subscales did not yield significant overall F-ratios. By utilizing the above results and to assess the degree of relationship between ratings and time of class meeting, it was concluded that the time of day at which classes meet does not appreciably affect instructor or/cc rse ratings. (Author)

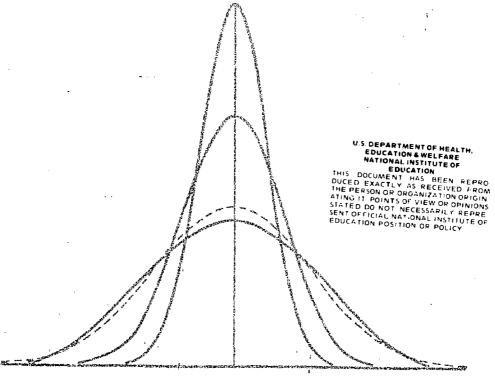
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TITLE

Does the Time of Course Meeting Affect Course Ratings by Students

AUTHOR(S)

Chumporn Yongkittkul, Gerald M. Gillmore and Dale C. Brandenburg



REPORT #

346

DATE

January, 1974

MEASUREMENT AND RESEARCH DIVISION - OFFICE OF INSTRUCTIONAL RESOURCES

307 ENGINEERING HALL - UNIVERSITY OF ILLINOIS

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Abstract

The ADVISOR (revised form) was used to obtain student ratings of instructors and courses for classes offered in spring 1971. The classes were divided according to nine groups according to the beginning time of class meeting in order to assess possible differential ratings by time.

The first two subscales of the ADVISOR, Overall Evaluation of Course and Instructor, yielded significant overall F-ratios from a one-way analysis of variance, but none of the individual comparisons among the nine class meeting times were significant. The other two subscales did not yield significant overall F-ratios. By utilizing the above results and ω^2 to assess the degree of relationship between ratings and time of class meeting, it was concluded that the time of day at which classes meet does not appreciably affect instructor or course ratings.

DOES THE TIME OF COURSE MEETING AFFECT COURSE RATINGS BY STUDENTS?

The use of student ratings to evaluate teaching at the college level is an important aspect within a general system of faculty evaluation. Input from student ratings has assumed greater prominence recently because of the desire to utilize the ratings in decisions involving the promotion and pay rate of faculty members. If the relative ranking of a faculty member obtained through an objectively-scored rating scale is important, then it is also important to investigate factors other than actual teaching which may affect faculty rankings. One such factor is the time of class meeting.

A survey of the relevant literature was undertaken to determine if time of class meeting had been related to student ratings. No studies were found on this topic. Thus, the purpose of this study was to examine the extent to which time of class meeting would affect the course ratings by students. A priori, lower ratings might be expected for early morning classes, say eight o'clock, since these classes may be considered as unusually early by the students and faculty. Also, the classes meeting at the end of the day might expect to receive low ratings because of the exhaustion on the part of the students or instructor.

Method

Instrument

The student rating form used in this study was the ADVISOR (revised form) which was developed in the fall of 1968 by students with the cooperation of the Measurement and Research Division, Office of Instructional Resources, University of Illinois. The ADVISOR consists of 34 objectively-scored items which are grouped into four subscores, plus open-ended questions on the reverse side. The four subscores are (1) Overall Evaluation of Course, (2) Instructor,



(3) Quiz or Discussion, and (4) Laboratory or Language Laboratory. The number of items in each subscale are shown in Table 1. Feldman (1970) presented details of the development of the ADVISOR. For the complete form see Appendix A.

Table 1
Subscores of the ADVISOR

	Subscore	No. of Items
1.	Cverall Evaluation of Course	18
2.	Instructor	6
3.	Quiz or Discussion	6
4.	Laboratory or Language Lab.	4

The first and second subscores apply to all courses. The remaining two subscores apply only to applicable course types. There are both positive and negative items in the ADVISOR. Each item has the Likert format with the following alternatives: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). These alternatives are coded 4, 3, 2, and 1, respectively, for the positive items and the reverse order for the negative items. Each item has a pre-determined best answer which receives the highest rating. The last two items of the first subscale were excluded from the analysis since they were concerned with number of hours of homework and types of examinations given to the class.

Data Source

The subjects used in this study were students who were enrolled in courses offered in the spring of 1971, at the University of Illinois, Champaign-Urbana campus, and whose instructor chose to use the ADVISOR form.



Only section means (individual classes) were used in the analyses, and the number of sections is presented for each analysis performed.

Procedure

The data described above was divided into nine sets, each set corresponding to the beginning time of a class from 8:00 a.m. through 4:00 p.m. Classes beginning after 4:00 p.m. were excluded. No differentiation was made between classes with differing time lengths, that is, a class which met for two hours, say 8:00 a.m. to 10:00 a.m., was classified in the same set as an hour class which began at 8:00 a.m.

The unit of analysis chosen was the section (individual class) mean. Oneway analyses of variance were applied to the section means of each of the four subscores utilizing time of class meeting as the independent variable.

The null hypothesis was that there was no significant difference among the ratings using time of class meeting as the basis for subject groupings. The probability level adopted for significance testing was .05.

For any analysis that resulted in a significant F-ratio, Scheffé's Method (Ferguson, 1966, p.296) of multiple comparison was chosen to test for individual differences. In addition, the overall strength of association between the time of class meeting and the subscore ratings was estimated by using the formula provided by Hays (1965, p.382):

est
$$\omega^2 = \frac{\text{SS between - (J - 1) MS within}}{\text{SS total + MS within}}$$

J = # of groups

Results

, Overall Evaluation of Course (16 Items)

The means and standard deviations of the overall rating for the nine class meeting times are shown in Table 2. The range of means was from 3.17 for 4:00 p.m. classes to 2.91 for 11:00 a.m. classes. It may be important to note, however,



that the mean for 11:00 a.m. was based on 120 sections, while the mean for 4:00 p.m. was based on only 13 sections.

Table 2
/
Overall Evaluation of Course

Time of Class Meeting	No. of Sections	Mean	Standard Deviation
8:00 a.m.	80	3.02	.27
9:00 a.m.	125	2.98	.34
10:00 a.m.	130	3.04	.30
11:00 a.m.	120	2.91	.33
12:00 p.m.	43	3.02	.27
1:00 p.m.	113	2.98	.42
2:00 p.m.	78	2.98	.50
3:00 p.m.	62	3.06	.35
4:00 p.m.	13	3.17	.37

The results of the one-way analysis of variance, which was significant at the .05 level, are shown in Table 3. The index ω^2 indicated that only about one percent of the variance in ratings was accounted for by the time of class meeting. Considering this result, it was not surprising to find that none of the individual comparisons (Scheffé) were significant.

Table 3
Analysis of Variance

Source	df	SS	MS	F	ω²
Between	8	2.0185	.2523	1.99*	.0102
Within	755	95.9214	.1270		
Total	763	97.9399		1	



Instructor (6 Items)

The means and standard deviations of the instructor ratings for different times of the day are presented in Table 4. As in the previous analysis, the instructors teaching classes at 4:00 p.m. received the highest rating, while those teaching classes at 11:00 a.m. received the lowest rating.

Table 4

Time of Class Meeting	Sample Size	Mean	Standard Deviation
8:00 a.m.	80	3.06	. 34
9:00 a.m.	125	3.01	.49
10:00 a.m.	130	3.09	.52
11:00 a.m.	120	2.93	.51
12.00 p.m.	43	3.10	.45
1:00 p.m.	113	3.06	.55
2:00 p.m.	78	3.07	.58
3:00 p.m.	62	3.17	.44
4:00 p.m.	13	3.31	.38

The F-ratio from the one-way analysis of variance, shown in Table 5, was significant at the .05 level. The hypothesis of no effect of the time of class meeting on the ratings was rejected. No pair of the Scheffé individual comparisons were found to be significant. Only 1.17 percent of the variance in rating was accounted for by the time of class meeting as indicated by ω^2 .



Table 5 Analysis of Variance

Source	df	SS	MS	F	ω ²	
Between	8	4.2132	.5267	2.13*	.0117	
Within	755	187.0215	.2477			
Total	763	191.2347			<u>, </u>	

p < .05

Quiz or Discussion (6 Items)

Means and standard deviations of the Quiz or Discussion subscore ratings for all groups are shown in Table 6. The 12:00 p.m. classes received the highest rating, and the lowest rating was for 8:00 a.m. classes. The F-ratio was not significant (see Table 7). Only 1.15 percent of the variance in ratings was indicated by ω^2 to be attributable to the time of the class meeting.

Table 6
Quiz or Discussion

			
Time of Class Meeting	Sample Size	Mean	Standard Deviation
8:00 a.m.	65	3.00	.52
9:00 a.m.	99	3.10	.51
10:00 a.m.	97	3.14	.48
11:00 a.m.	104	3.06	.49
12:00 p.m.	38	3.28	.43
1:00 p.m.	92	3.11	.50
2:00 p.m.	68	3.20	.36
3:00 p.m.	49	3.25	.45
4:00 p.m.	11	3.27	.53

Table 7
Analysis of Variance

Source	df	SS	MS	F	ω ²
Between	8	3.5024	.4378	1.91	.0115
Within	614	140.7664	.2293		•
Total	622	144.2688			

Laboratory or Language Laboratory (4 Items)

The means and standard deviations of the Laboratory or Language Laboratory are presented in Table 8. The classes meeting at 3:00 p.m. received the lowest rating (2.58), while the 8:00 a.m. classes had the highest rating (3.03). The F-ratio (Table 9) was not significant. Slightly less than one percent of the variance in ratings was accounted for by the time of class meeting as indicated by ω^2 .

Table 8

Laboratory or Language Laboratory

Time of Class Meeting	Sample Size	Mean	Standard Deviation
8:00 a.m.	27	3. 03	.44
9:00 a.m.	34	2.64	.69
10:00 a.m.	40	2.81	.73
11:00 a.m.	28	2.60	.62
'12:00 p.m.	11	2.79	.94
1:00 p.m.	32 ,	2.61	.72
2:00 p.m.	16	2.86	.66
3:00 p.m.	14	2.58	.72
4:00 p.m.	3	2.83	.38



Table 9
Analysis of Variance

Source	df	SS	MS	F	ω ²
Between	8	4.6753	.5844	1.26	.0099
Within	199	92.2863	.4638		
Total	207	96.9616			·

Discussion and Conclusion

The one-way analysis of variance F-ratios for the Overall Evaluation of Course and the Instructor subscores were 1.99 and 2.13, respectively. The null hypotheses of no differences of ratings among groups in time effects were rejected at the .05 level of significance. The contention that the students rate classes and instructors differently according to the time of class meeting appeared to be supported by this statistic.

However, these ratios were only slightly higher than the critical F-value. No individual comparisons among class meeting times were found to be significant, including the tests between highest and lowest mean ratings. Furthermore, the strength of association (estimated via ω^2) between the time of class meeting and the ratings was small, i.e., only .010 and .012 for the Overall Evaluation of Course and for the Instructor scales, respectively. Thus, the differences among classes meeting at various times, while statistically significant, has very little practical significance, The statistical significances were probably due to the large sample sizes. This conclusion is further substantiated by the fact that the two subscales with smaller sample sizes showed nearly equivalent strengths of association, but they were not statistically significant.

Since the data used in this study was not random, the observed results are not necessarily generalizable to other comparable situations. To some extent,



the students and the instructors both selected the time or the class meeting according to their preference. This characteristic may affect the ratings. If both teachers and students were randomly assigned to the classes and to the time of class meeting, the results might have been different from those obtained here. However, practically speaking, the time of day at which the class meets does not seem to appreciably affect the ratings.



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Appendix A

THE ADVISOR



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Official Evaluation Form of	INE A	N & I 2 O K	Teacher-Course Eva	luation Guide
Champaign - Urban	a Campus	Universi	ty of Illinois	
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Please use this side of the form for your personal comm answer the objective questions on the other side, using in your class and mailed by him to the Advisor staff. You	pencil only. Re	member these qu	estionnaires will be collected by	
COURSE CONTENT Please give your comments on the course content, so	ubject matter an	d any particular r	elevance this course has had to	your area of study.
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INSTRUCTORS Write the name of your Principle instr What are your general comments about the instructor in			T.A	
PAPERS AND HOMEWORK Comment on the value of books, homework, and papers ((if any) in this co	ourse.		
EXAMS Comment on the exams (quizzes, practicals) as to diffic	culty, fairness, e	tc.		
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GENERAL 1. What improvements in this course would you suggest	?	·		
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 Please give your thoughtful evaluation of this cours Do you consider it a valuable educational expense Please comment. 				



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